

First few classes focus on children's stories according to *Teaching the Classics* model

List of key literary devices

Six curriculum models to choose from

Monthly Model

8th Grade

8th Grade

Monthly Model

Class	Title	Plot	Conflict	Theme	Aids/Devices	Alternate Title	Class
1	<i>The Big Red Bear, Ward</i>	A young boy must rid the neighborhood of his beloved pet bear, who has become a nuisance.	Man v. Nature Man v. Self Man v. Society	Manhood/Masculinity What is courage? Self-denial What is strength?	Pun, parody, irony, understatement	<i>Mirette On the High Wire, McCulley</i>	1
1	<i>Letting Swift River Go, Yolen</i>	Visiting the inundated Swift River Valley which once was her home, Sally Jane makes peace with her drowned past.	Man v. Society Man v. Nature Man v. Self	The nature of time Bitterness & forgiveness Link between acceptance & peace	Ready Readers at CenterForLit website	<i>Angelo, Macaulay</i>	1
2	<i>The Iliad, Homer</i>	Greek warrior and demi-god Achilles, embittered by King Agamemnon's ill treatment, refuses to reconcile and withdraws from the battle between the Greeks and the Trojans.	Man v. Man Man v. Self Man v. gods	Bitterness & its consequences Honor Pride Loyalty & Friendship	Epic Simile	<i>Black Ships Before Troy, Sutcliffe (a re-telling of the Iliad for children)</i>	2
3	<i>The Yearling, Rawlings</i>	Jody must give up his childhood and embrace the responsibilities of a man when his pet fawn grows up to menace the family farm	Man v. Nature Man v. Man Man v. Self	Coming of Age Childhood v. Manhood	Classics Club DVD at CenterForLit website	<i>A Connecticut Yankee in King Arthur's Court, Twain</i>	3
4	<i>A Tale of Two Cities, Dickens</i>	Exiled aristocrat Charles Darnay returns to France during the Reign of Terror; without the aid of family friend Sydney Carton, he will be executed, leaving his family desolate.	Man v. Society Man v. Man Man v. Self	Sacrificial Love Bitterness & Revenge Selflessness & Devotion Tyranny & Liberty	Teacher Guide at CenterForLit website	<i>A Wrinkle in Time, L'Engle</i>	4

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Plot summary for each entry

Major conflicts and themes identified

Alternate titles for every entry

Yearly schedule for each grade

Reading Roadmaps

A Literary Scope & Sequence for K-12

by

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Sample

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How To Use This Book

Reading Roadmaps helps teachers apply the *Teaching the Classics* method of literary analysis in the classroom . It is first and foremost a Scope & Sequence manual, offering annotated reading lists for grades K-12, specially chosen for use with *Teaching the Classics*. More than 200 titles have been selected, summarized and cross-referenced with the elements of fiction common to all stories. After completing their own reading, teachers can prepare for their classes in just a few minutes by glancing at a chart that summarizes plot, conflict, theme and literary devices for each week's reading. Alternate titles for every entry allow teachers to adjust reading assignments to fit their own preferences. Best of all, *Reading Roadmaps* ensures that your students will encounter some of the best loved classics of Western literature and be well prepared, both for college and for life in the wide world.

We understand that every homeschool family is unique in its approach and emphasis. While some make classic books the central focus of their instruction, others address literature occasionally, granting more time to math and science. *Reading Roadmaps* also helps you adapt the *Teaching the Classics* method to your particular situation, regardless of how much time you decide to devote to literature. Several scope and sequence models allow you to provide effective Lit classes on a frequent or infrequent basis. For example, if Literature is your highest priority or if you are a classroom Lit teacher, the Daily/Weekly Model will work for you. If on the other hand you're a Math/Science mom who wants to provide no more than a brief exposure to Lit, perhaps the Seasonal Model is best.

Scope & Sequence Models: Chapters 1 through 5

In order to use this book properly, first decide how often you plan to conduct in-depth Lit classes with your students (keeping in mind that in order to conduct these classes, you'll have to read the books too). Then choose the Scope & Sequence model that best fits your needs according to the following chart:

If you plan to conduct a class:	Turn to chapter:
Every day or once a week	Two (the Daily/Weekly Model)
Once a month	Three (the Monthly Model)
Every six weeks or so	Four (the Six-week Model)
Five times a year	Five (the Quarterly Model)
Four times a year	Six (the Seasonal Model)

(If you decide to conduct fewer than three formal discussions in a year, use the Seasonal Model and simply omit the last title or two.)

Once you've chosen a model, turn to the corresponding chapter and begin. There's no need to consult the other models. The recommended reading lists, annotations and study aids are adapted specifically for you.

The Roadmaps

Each scope and sequence model contains a complete set of reading charts, or "Roadmaps" – one for each grade level from K-12. These charts present a sequential reading list for an entire academic year based on the selected model. For each title in the list, the Roadmap provides the following information in an easy to read layout:

- The story's place in the yearly schedule
- The story's title and author
- A summary of the story's basic Plot
- A list of important Conflicts driving the story
- An identification of major Themes in the story
- A list of Stylistic Devices used in the story, if applicable
- A link to Center For Lit study aids specific to the story, if applicable
- An alternate story selection

In addition, the introduction to each set of Roadmaps provides specific instructions for daily and weekly lesson plans appropriate to that model.

Supplementary Material: Chapters 6 through 10

The supplementary materials in chapters 6 through 10 will help you with a variety of topics related to teaching Literature. You'll learn how to assign and grade literary analysis essays in chapter 6, "Writing from Literature." Chapter 7 offers a grade-by-grade summary of objectives for teachers who want a standard by which to judge their students' progress. In chapter 8, *Reading Roadmaps* covers the important subject of Grading and Credits, showing you a simple way to quantify and evaluate your students' work and assemble report cards and transcripts. It even includes reproducible grade sheets for your use. Chapter 9 gives a timeline of major periods in the history of English language literature, complete with a description of the ruling ideas of each period and a list of important authors and their major works.

For further assistance, please visit CenterForLit online at www.centerforlit.com, or email Adam Andrews (adam@centerforlit.com) or Missy Andrews (missy@centerforlit.com).

Blank lined paper with horizontal lines for writing. A large, faint, diagonal watermark reading "Sample" is overlaid across the page.

Chapter 1

The Daily/Weekly Model

Sample

The Daily/Weekly Model

The Daily/Weekly Model is intended for educators pursuing an intensive study of literature through daily or weekly classes. This model allows the most extensive treatment of the books themselves. With this model, teachers should have plenty of time not only to simply identify basic elements of plot and literary devices, but also to extensively treat these elements, reading passages aloud, dwelling on individual devices and their presence in the text, and doing extension projects that involve other content based subjects such as writing, history, science and other subjects.

A basic lesson plan for the Daily/Weekly model depends largely on the grade level in question. Kindergarten and first grade classrooms will apply the model differently than second through twelfth grade teachers.

Kindergarten and First Grade:

Teaching the Classics is a literature program rather than a phonics program. Because of this, kindergarten and first graders should be engaged in phonics instruction beyond this program. The titles on the kindergarten reading list, 36 main titles and 36 alternates, allow up to two titles per week in a given 36 week school year. Most kindergarten classrooms employ daily read aloud time. In these classrooms, the teacher may choose to utilize one title per week, rereading and addressing various extension subjects as encountered, or two titles per week in the same fashion. (This approach is advocated by Claire Lambert in her popular series, *5 In A Row*.) For those teachers addressing one book weekly, the second list of titles may be used as alternates to accommodate teacher preference.

For the first few weeks of the school year, the teacher should spend a full week on each element of story as presented in the *Teaching the Classics* basic seminar. For example, in week 1 the teacher will read a story and introduce the idea of setting. In week 2, she may introduce the element of character. In week 3, the idea of conflict may be presented, with the plot chart occupying weeks 4 and 5. In week 6, the teacher may present the idea of theme, suggesting possible themes associated with the previous stories read in class to illustrate the concept.

By week 7, students should be ready to apply what they've learned in a group effort to identify the elements of story in the remaining books they encounter throughout the school year. If the teacher is using the Weekly Model, the class will identify all story elements (setting, characters, plot, conflict, theme, literary devices) in the same session. If the teacher is using the Daily Model, the following sample weekly lesson plan is applicable to weeks 7 through 36:

Weekly Schedule – Daily Model:

- Monday – Read the story aloud for enjoyment and identify any literary devices that apply.
- Tuesday – Reread the story and discuss setting and characters.

- Wednesday – Reread the story and discuss conflict.
- Thursday – Reread the story and discuss the plot, creating a plot chart together as a class on the board.
- Friday – Reread the story and discuss possible themes.

Should the teacher wish to employ extension art projects, or tie-ins with other content based subjects, this lesson plan can be truncated, addressing more story elements each day to free Friday for other projects.

Because the primary goal of literature in kindergarten is to expose children to story and foster a love for reading, reading aloud to them is singularly important. What you “do with a book” is a lesser question. Teaching a child to enjoy reading involves teaching them to sit still and to listen. Of course, discipline may be required to accomplish this with some. Don’t be discouraged by this. It is a necessary part of the process of teaching a child and at this stage it is perhaps the most important thing the child must learn. If a child won’t respect authority, if he/she can’t sit still and focus for any given period of time, education cannot take place. It’s impossible to teach an untrained child.

In addition, since the love of reading supersedes any program goals for kindergarteners, **the teacher need not feel pressure to fully treat every story presented to the children throughout the year.** Feel free to truncate lessons, presenting a single element of story to the class if desired. At times, the instructor may choose only to read the story, rather than attempt to discuss it fully. That’s fine. The important thing is that teachers be reading aloud regularly and using literary terminology to refer to story parts.

First graders will employ the same basic model as kindergarteners. However, first graders may enjoy practicing their reading aloud in class using some of the titles provided. For this purpose, the first grade list includes a multitude of readers such as the Henry and Mudge series and the Amelia Bedelia books. Should the teacher choose to do the entire course as student read-alouds, the class will encounter fewer titles over the course of the year. This is entirely up to the educator. The application of this course is infinitely flexible to accommodate individual classrooms and students.

Second Grade:

The second grade reading list is much shorter. By the second grade, students should be approaching reading more and more independently. Titles included for second graders are beginning chapter book readers. Some of these are episodic in nature, each chapter presenting a complete short story. Other books present a longer story in chapter format. Books should be treated accordingly, with episodic books applying story analysis to individual chapters. The model assumes students are reading aloud to one another in a classroom environment; therefore, the list allows for 1-2 chapters per week. Should this prove ambitious, teachers may choose to do some of the reading aloud themselves to allow ample time for discussion. Again, second grade is a kind of transition year with students working towards reading independence. Educators should be employing a phonics curriculum since phonics instruction is outside the scope of this curriculum.

Week	Title	Plot
1	<i>The Runaway Bunny</i> , Brown	A bunny asserts his independence by repeatedly running away from his mother, only to find that she is everywhere he goes.
2	<i>The Hungry Caterpillar</i> , Carle	A caterpillar eats his way through the groceries, fueling up for his grand transformation.
3	<i>The Water Hole</i> , Baese	Animals of the savannah learn the value of water when their water hole dries up.
4	<i>Olivia</i> , Falconer	Precocious Olivia entertains readers with her antics and ingenuity but wears her mother right out!
5	<i>The Poky Little Puppy</i> , Lowrey	The Poky Little Puppy repeatedly disregards his mother's words and loses his dessert privileges.
6	<i>The Bee Tree</i> , Polacco	A reluctant reader learns the sweetness of hard won success when her grandfather takes her on a bee hunt.
7	<i>The Bundle Book</i> , Krauss	A mother and her child play a guessing game.
8	<i>The Carrot Seed</i> , Krauss	A boy labors diligently to grow a carrot from a seed despite naysayers.
9	<i>The Tale of Peter Rabbit</i> , Potter	Peter disobeys his mother's order and sneaks into Mr. McGregor's garden, losing his new clothes and catching a terrible cold.
10	<i>Rainbow Fish</i> , Pfister	The lovely, rainbow-colored fish wins friends by sharing.
11	<i>The Story About Ping</i> , Flack	Duckling Ping, surfacing to find he's missed the call to return to his master, will surely be spanked, so he runs away.
12	<i>Blueberries for Sal</i> , McCloskey	Sal's mother takes her blueberry picking on the same day that a bear cub's mother takes HER blueberry picking!
13	<i>The Velveteen Rabbit</i> , Williams	When scarlet fever contaminates a boy's favorite stuffed bunny, magic transforms it into a real rabbit.
14	<i>If You Give a Mouse a Cookie</i> , Numeroff	When a boy befriends a mouse by giving him a cookie, he sets a circular chain of events in motion.
15	<i>Tough Boris</i> , Fox	Though a pirate bold a fierce, Boris mourns when his pet parrot dies.

Kindergarten

Daily/Weekly Model

Conflict	Theme	Aids/Devices	Alternate Title	Week
Man vs. Man	Love is patient, perseverant, wise, unchangeable and unavoidable.	Repetition	<i>Dr. De Soto</i> , Steig	1
Man vs. Nature	Metamorphosis		<i>Casey At the Bat</i> , retold by Polacco	2
Creature vs. Nature	Renewal, social interdependence	Repetition	<i>Blueberries for Sal</i> , McCloskey	3
Man vs. Man	Patience and Love	Understatement	<i>Tops and Bottoms</i> , Stevens	4
Man vs. Man	Consequences of disobedience	Repetition	<i>Each Peach, Pear, Plum</i> , Ahlsberg	5
Man vs. Nature, Man vs. Self	Rewards of patience and perseverance, the sweetness of success	Alliteration, Dialect, Symbolism	<i>Why Mosquitoes Buzz in People's Ears</i> , Aardema	6
None!	A playfull illustration of mother love		<i>The Ox-Cart Man</i> , Hall	7
Man vs. Man	Patience, perseverance and faith	Understatement	<i>Old Henry</i> , Blos	8
Man vs. Man, Man vs. Nature	Consequences of disobedience	<i>Teaching the Classics</i> basic seminar	<i>The Tale of Benjamin Bunny</i> , Potter	9
Man vs. Self	Self-sacrifice, sharing		<i>Just Plain Fancy</i> , Polacco	10
Man vs. Self	Responsibility-taking, facing consequences	Personification, Sensory Language	<i>Sky Boys</i> , Hopkinson	11
Man vs. Nature	Caution, paying attention	Sensory language	<i>The Magic Fan</i> , Baker	12
Man vs. Nature	The power of love, the meaning of "real;" self sacrifice; life coming out of death.	Symbolism	<i>The Emperor and the Kite</i> , Yolen	13
Man vs. Man, Man vs. Nature	Cause and Effect	Irony, understatement	<i>The Journey</i> , Stewart	14
Man vs. Nature	Everyone cries; the meaning of "tough;" manliness	Irony	<i>Babushka Baba Yaga</i> , Polacco	15